

HALL INSTITUTE
1800 Colonial Dr.
Columbia, South Carolina 29202

GRADES K-12 Middle School

ENROLLMENT 53 Students

PRINCIPAL Patricia W. Brown 803-898-1488

SUPERINTENDENT Dr. Ronald L. Epps 803-231-7500

BOARD CHAIR Vince Ford 803-231-7556

THE STATE OF SOUTH CAROLINA

ANNUAL SCHOOL REPORT CARD

2003

ABSOLUTE RATING:

N/A

Absolute Ratings of Middle Schools with Students like Ours

Excellent
N/A

Good
N/A

Average
N/A

Below Average
N/A

Unsatisfactory
N/A

IMPROVEMENT RATING:

N/A

ADEQUATE YEARLY PROGRESS:

NO

This school met 1 out of 5 objectives. The objectives included performance and participation of students in various groups and student attendance rate.

SOUTH CAROLINA PERFORMANCE GOAL

By 2010, South Carolina's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.

FOR MORE INFORMATION, VISIT WEBSITES AT:
WWW.MYSCSCHOOLS.COM
WWW.SCEOC.ORG

PERFORMANCE TRENDS OVER 4-YEAR PERIOD

| | Absolute Rating | Improvement Rating | Adequate Yearly Progress |
|------|------------------------|---------------------------|---------------------------------|
| 2001 | N/A | N/A | N/A |
| 2002 | N/A | N/A | N/A |
| 2003 | N/A | N/A | No |
| 2004 | | | |

PALMETTO ACHIEVEMENT CHALLENGE TESTS (PACT) RESULTS

Our School

Middle Schools with Students like Ours





Mathematics

English/Language Arts

Mathematics

English/Language Arts

Definition of Critical Terms

| | | |
|---|--------------------|---|
|  | Advanced | Very high score; very well prepared to work at next grade level; exceeded expectations |
|  | Proficient | Well prepared to work at next grade level; met expectations |
|  | Basic | Met standards; minimally prepared, can go to next grade level |
|  | Below Basic | Did not meet standards; must have an academic assistance plan; the local board policy determines progress to the next grade level |

NOTE: Science and social studies are to be included in the 2005 school report card.

EVALUATIONS BY TEACHERS, STUDENTS, AND PARENTS

Teachers Students Parents

Number of surveys returned
 Percent satisfied with learning environment
 Percent satisfied with social and physical environment
 Percent satisfied with home/school relations

PACT PERFORMANCE BY GROUP

| | Enrollment 1st Day of Testing | % Tested | % Below Basic | % Basic | % Proficient | % Advanced | % Proficient and Advanced | State Objective |
|--------------------------------|----------------------------------|----------|---------------|---------|--------------|------------|------------------------------|-----------------|
| English/Language Arts | | | | | | | | |
| All students | 14 | 85.7 | N/A | N/A | N/A | N/A | N/A | 17.6 |
| Gender | | | | | | | | |
| Male | 10 | 80.0 | N/A | N/A | N/A | N/A | N/A | 17.6 |
| Female | 4 | 100.0 | N/A | N/A | N/A | N/A | N/A | 17.6 |
| Racial/Ethnic Group | | | | | | | | |
| White | 7 | 100.0 | N/A | N/A | N/A | N/A | N/A | 17.6 |
| African-American | 7 | 71.4 | N/A | N/A | N/A | N/A | N/A | 17.6 |
| Asian/Pacific Islander | N/A | 0.0 | N/A | N/A | N/A | N/A | N/A | 17.6 |
| Hispanic | N/A | 0.0 | N/A | N/A | N/A | N/A | N/A | 17.6 |
| American Indian/Alaskan | N/A | 0.0 | N/A | N/A | N/A | N/A | N/A | 17.6 |
| Disability Status | | | | | | | | |
| Not disabled | 8 | 87.5 | N/A | N/A | N/A | N/A | N/A | 17.6 |
| Disabled | 6 | 83.3 | N/A | N/A | N/A | N/A | N/A | 17.6 |
| Migrant Status | | | | | | | | |
| Migrant | N/A | 0.0 | N/A | N/A | N/A | N/A | N/A | 17.6 |
| Non-migrant | 14 | 85.7 | N/A | N/A | N/A | N/A | N/A | 17.6 |
| English Proficiency | | | | | | | | |
| Limited English proficient | N/A | 0.0 | N/A | N/A | N/A | N/A | N/A | 17.6 |
| Non-limited English proficient | 14 | 85.7 | N/A | N/A | N/A | N/A | N/A | 17.6 |
| Socio-Economic Status | | | | | | | | |
| Subsidized meals | N/A | 0.0 | N/A | N/A | N/A | N/A | N/A | 17.6 |
| Full-pay meals | 14 | 85.7 | N/A | N/A | N/A | N/A | N/A | 17.6 |

| | | | | | | | | |
|--------------------------------|-----|-------|-----|-----|-----|-----|-----|------|
| Mathematics | | | | | | | | |
| All students | 14 | 92.9 | N/A | N/A | N/A | N/A | N/A | 15.5 |
| Gender | | | | | | | | |
| Male | 10 | 100.0 | N/A | N/A | N/A | N/A | N/A | 15.5 |
| Female | 4 | 75.0 | N/A | N/A | N/A | N/A | N/A | 15.5 |
| Racial/Ethnic Group | | | | | | | | |
| White | 7 | 85.7 | N/A | N/A | N/A | N/A | N/A | 15.5 |
| African-American | 7 | 100.0 | N/A | N/A | N/A | N/A | N/A | 15.5 |
| Asian/Pacific Islander | N/A | 0.0 | N/A | N/A | N/A | N/A | N/A | 15.5 |
| Hispanic | N/A | 0.0 | N/A | N/A | N/A | N/A | N/A | 15.5 |
| American Indian/Alaskan | N/A | 0.0 | N/A | N/A | N/A | N/A | N/A | 15.5 |
| Disability Status | | | | | | | | |
| Not disabled | 8 | 100.0 | N/A | N/A | N/A | N/A | N/A | 15.5 |
| Disabled | 6 | 83.3 | N/A | N/A | N/A | N/A | N/A | 15.5 |
| Migrant Status | | | | | | | | |
| Migrant | N/A | 0.0 | N/A | N/A | N/A | N/A | N/A | 15.5 |
| Non-migrant | 14 | 92.9 | N/A | N/A | N/A | N/A | N/A | 15.5 |
| English Proficiency | | | | | | | | |
| Limited English proficient | N/A | 0.0 | N/A | N/A | N/A | N/A | N/A | 15.5 |
| Non-limited English proficient | 14 | 92.9 | N/A | N/A | N/A | N/A | N/A | 15.5 |
| Socio-Economic Status | | | | | | | | |
| Subsidized meals | N/A | 0.0 | N/A | N/A | N/A | N/A | N/A | 15.5 |
| Full-pay meals | 14 | 92.9 | N/A | N/A | N/A | N/A | N/A | 15.5 |

Abbreviations for Missing Data

| | | | | | | | |
|-----|----------------|-----|---------------|-----|--------------|-----|---------------------|
| N/A | Not Applicable | N/C | Not Collected | N/R | Not Reported | I/S | Insufficient Sample |
|-----|----------------|-----|---------------|-----|--------------|-----|---------------------|

PACT PERFORMANCE BY GRADE LEVEL

| | | Enrollment 1st Day of Testing | % Tested | % Below Basic | % Basic | % Proficient | % Advanced | % Proficient and Advanced |
|-----------------------|---------|----------------------------------|----------|---------------|---------|--------------|------------|------------------------------|
| English/Language Arts | | | | | | | | |
| 2002 | Grade 3 | N/A | N/A | N/A | N/A | N/A | N/A | N/A |
| | Grade 4 | N/A | N/A | N/A | N/A | N/A | N/A | N/A |
| | Grade 5 | 1 | N/A | N/A | N/A | N/A | N/A | N/A |
| | Grade 6 | N/A | N/A | N/A | N/A | N/A | N/A | N/A |
| | Grade 7 | 1 | N/A | N/A | N/A | N/A | N/A | N/A |
| | Grade 8 | 1 | N/A | N/A | N/A | N/A | N/A | N/A |
| 2003 | Grade 3 | N/A | N/A | N/A | N/A | N/A | N/A | N/A |
| | Grade 4 | N/A | N/A | N/A | N/A | N/A | N/A | N/A |
| | Grade 5 | N/A | N/A | N/A | N/A | N/A | N/A | N/A |
| | Grade 6 | 3 | 66.7 | N/A | N/A | N/A | N/A | N/A |
| | Grade 7 | 3 | N/A | N/A | N/A | N/A | N/A | N/A |
| | Grade 8 | 8 | 87.5 | N/A | N/A | N/A | N/A | N/A |

| Mathematics | | | | | | | | |
|-------------|---------|-----|-------|-----|-----|-----|-----|-----|
| 2002 | Grade 3 | N/A | N/A | N/A | N/A | N/A | N/A | N/A |
| | Grade 4 | N/A | N/A | N/A | N/A | N/A | N/A | N/A |
| | Grade 5 | 1 | N/A | N/A | N/A | N/A | N/A | N/A |
| | Grade 6 | N/A | N/A | N/A | N/A | N/A | N/A | N/A |
| | Grade 7 | 1 | N/A | N/A | N/A | N/A | N/A | N/A |
| | Grade 8 | 1 | N/A | N/A | N/A | N/A | N/A | N/A |
| 2003 | Grade 3 | N/A | N/A | N/A | N/A | N/A | N/A | N/A |
| | Grade 4 | N/A | N/A | N/A | N/A | N/A | N/A | N/A |
| | Grade 5 | N/A | N/A | N/A | N/A | N/A | N/A | N/A |
| | Grade 6 | 3 | 100.0 | N/A | N/A | N/A | N/A | N/A |
| | Grade 7 | 3 | N/A | N/A | N/A | N/A | N/A | N/A |
| | Grade 8 | 8 | 87.5 | N/A | N/A | N/A | N/A | N/A |

SCHOOL PROFILE

| | Our School | Change from Last Year | Middle Schools with Students Like Ours | Median Middle School |
|--|------------|-----------------------|--|----------------------|
| Students (n= 53) | | | | |
| Students enrolled in high school credit courses (grades 7 & 8) | N/R | N/R | 7.5% | 14.4% |
| Retention rate | 6.8% | Down from 18.3% | 3.9% | 2.3% |
| Attendance rate | 100.0% | No change | 94.5% | 95.2% |
| Eligible for gifted and talented | 0.6% | Up from 0.0% | 6.8% | 13.6% |
| On academic plans | N/A | N/A | N/A | N/A |
| On academic probation | N/A | N/A | N/A | N/A |
| With disabilities other than speech | 27.9% | Down from 31.0% | 15.9% | 14.1% |
| Older than usual for grade | 30.2% | Down from 40.0% | 6.7% | 4.9% |
| Suspended or expelled | 0.0% | No change | 2.9% | 1.3% |
| Annual dropout rate | 0.0% | No change | 0.0% | 0.0% |

| | | | | |
|---------------------------------------|----------|--------------------|-----------|-----------|
| Teachers (n= 8) | | | | |
| Teachers with advanced degrees | 100.0% | No change | 42.9% | 47.1% |
| Continuing contract teachers | 87.5% | Up from 66.7% | 78.4% | 82.5% |
| Highly qualified teachers | N/A | N/A | N/A | N/A |
| Teachers returning from previous year | 87.5% | Up from 82.7% | 80.8% | 84.3% |
| Teacher attendance rate | 94.9% | Down from 96.2% | 94.7% | 95.0% |
| Average teacher salary | \$46,016 | No change | \$39,288 | \$39,924 |
| Prof. development days/teacher | 5.0 days | Down from 5.2 days | 11.2 days | 10.7 days |

| | | | | |
|------------------------------------|----------|------------------|-----------|-----------|
| School | | | | |
| Principal's years at school | 2.0 | Up from 1.0 | 2.0 | 3.0 |
| Student-teacher ratio | 6.1 to 1 | Up from 1.9 to 1 | 19.8 to 1 | 21.0 to 1 |
| Prime instructional time | 93.9% | Down from 96.3% | 87.8% | 88.9% |
| Dollars spent per pupil* | \$12,985 | Up 21.1% | \$6,266 | \$5,854 |
| Percent spent on teacher salaries* | 92.3% | Down from 93.3% | 60.1% | 62.0% |
| Opportunities in the arts | Poor | No change | Good | Good |
| Parents attending conferences | 11.9% | Up from 7.7% | 94.6% | 94.8% |
| SACS accreditation | yes | N/A | yes | yes |

* Prior year audited financial data are reported.

| | Our District | State |
|---|--------------|-------|
| Highly qualified teachers in low poverty schools | N/A | N/A |
| Highly qualified teachers in high poverty schools | N/A | N/A |

| Abbreviations for Missing Data | | | | | | | |
|--------------------------------|----------------|------------|---------------|------------|--------------|------------|---------------------|
| N/A | Not Applicable | N/C | Not Collected | N/R | Not Reported | I/S | Insufficient Sample |

REPORT OF PRINCIPAL AND SCHOOL IMPROVEMENT COUNCIL

Hall School is a residential facility that serves students requiring in-patient mental health services. At Hall School there are certified teachers who help students continue academic progress in the core courses during their hospitalization. Unless medically impossible, students are expected to complete educational activities which will prepare them to meet standards and score as well as their abilities allow on state standardized tests. Students are exposed to a self-paced program and special tutoring, which affords them the opportunity to maintain academic progress and/or correct educational deficits they may have developed before their hospitalization occurred.

Staff development continues to be a major focus for Hall School. We continue to look for ways to focus students, who are experiencing a variety of disruptive life problems, on academic excellence.

Patricia W. Brown, Principal

DEFINITIONS OF SCHOOL RATING TERMS

- Excellent - School performance substantially exceeds the standards for progress toward the 2010 SC Performance Goal
- Good - School performance exceeds the standards for progress toward the 2010 SC Performance Goal
- Average - School performance meets the standards for progress toward the 2010 SC Performance Goal
- Below Average - School is in jeopardy of not meeting the standards for progress toward the 2010 SC Performance Goal
- Unsatisfactory - School performance fails to meet the standards for progress toward the 2010 SC Performance Goal

DEFINITION OF ADEQUATE YEARLY PROGRESS

As required by the United States Department of Education, adequate yearly progress specified that the statewide target is met for all students and for each subgroup of students: racial/ethnic, economic, disability, limited English proficiency and migrant status.